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THE COURSE IN COMMUNITY LIFE, HISTORY, AND
CIVICS IN THE UNIVERSITY ELEMENTARY
SCHOOL, THE UNIVERSITY OF CHICAGO

Prepared by

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GRADE IV B

HISTORY OF GREECE

In the fourth grade the study of ancient Greece and Rome forms the introduction to the "European beginnings of American history."

The main facts and movements of Greek history are brought out through the study of some of the heroes and great men.

Aims.—The purposes of teaching Greek history in the fourth grade are:

To give some understanding of: (1) the simple life of the Homeric Age through the study of the Trojan War and the story of Odysseus; (2) the earlier conceptions of religion, the family, and hospitality; (3) government by chieftains and methods of warfare.

To contrast the life and ideals of Sparta and of Athens, and to show how Athens rose to supremacy among the Greek states.

To show the spread of the Greeks throughout the Mediterranean lands by colonization, and the unification of the Greek world through the Olympic games.

To make a concrete study of the civilization of the Age of Pericles, and to show how our modern civilization is influenced by Greek ideals.

To make some study of the career of Alexander and to show that he carried Greek ideals to the Eastern world by his conquests.

To arouse a growing appreciation of the finer things for which Greek civilization stood.

Method of procedure.—In the third grade the children study some phases of the growth of Chicago from the early settlement to the present time. At the beginning of the fourth year this study is recalled by collecting and showing pictures of Chicago buildings, streets, boulevards, parks, fountains, and statues. Through these pictures the children gain some idea of beauty as an element in the development of a city. Their attention is called to the things which make some of our buildings beautiful—the proportions, the pillars, and the ornamentation. They are told that the architects of these buildings owed many of their ideas to an ancient people, living far across the sea, who gave to the world some of the most beautiful buildings and statues that have ever been produced. They learn that these old buildings and statues are so beautiful that artists ever since have gained inspiration from studying and copying them. Many pictures of Greek temples, statues, and vases, and several Greek casts are placed in the room. The children are encouraged to ask questions about them. Many of these answers must be given as stories. After hearing a few, the children wish to hear and read more. In this grade the children have mastered the mechanics of reading sufficiently to wish to read and find out things for themselves. Such books as Baldwin's *Old Greek Stories* and Hawthorne's *Wonder-Book* are put in their hands. Some of the longer, more significant stories, such as "The Golden Fleece," are used in the literature periods. The children are early led to distinguish between the gods, who dwelt upon Olympus and mingled but seldom with mortals, and the demigods or heroes who championed the cause of men. The setting for these stories is given by means of pictures and lantern slides and such bits of description of land and people as the introduction to Hall's *Men of Old Greece*.

A visit is made to the Art Institute to study the reproductions of the statues of the deities and athletes, the frieze of the Parthenon, the vases, and other objects of special interest. Careful preparation is made for this trip. While there, the pupils quickly sketch such designs as the fret and key, make "stick figures" of the action or the lines of figures that appeal especially to them, and notice the draperies and the grouping of figures. These sketches are

later completed in the art periods, and some are used as illustrations for stories.

The story of a modern journey to Mycenae is told very simply. It is the story of a group of artists and students who visited Mycenae one hot summer day, and pictured to themselves Agamemnon and his men toiling up the dusty road and entering the palace whose walls they could trace upon the hills. As the description of the ruins is given, some bits of pottery found by this party are shown to the children. The pupils inquire eagerly about the ruins of ancient Greece and ask why the cities were destroyed and if they, too, can ever see these things and if there are no Greeks left.

This leads to a simple account of the rediscovery of the ancient world and as the map is referred to the children become familiar with the country about the Mediterranean Sea. They find Greek cities upon the shores of Asia Minor, Italy, and Africa. It becomes necessary to answer the question why these Greek cities were located thus. They are told that the Greeks were a people who loved the sea and learned to build and use boats very skilfully. They sailed far from home, traded with foreign people, and established trading stations in far-away lands. The children are told of the barren soil and crowded cities in Greece, and how expeditions of settlers went out from the "Mother-City," bearing the sacred fire that bound them to their home. Upon a map of the Mediterranean Sea the children trace the routes of several colonizing expeditions, and become interested in the reasons for establishing colonies in certain places.

The children begin to see the Greek world as a small, rough peninsula, a fringe of islands, and many outlying colonies. They are asked, What could the government of such a country be? They recall the chieftains of Homeric times, and from their reading in Tappan, *The Story of the Greek People*, and Guerber, *The Story of the Greeks*, they find that Greece was composed of a number of comparatively small city-states, of which Sparta and Athens were the most important. The question of the reason for their importance arises naturally here. These two cities are especially interesting to the children because of their dramatic appeal and the large amount of information about them in the pupils' books. A brief

sketch of the history of Sparta is read in Guerber, *The Story of the Greeks*, or in Tappan, and the need for strict military training is emphasized. Selections from Fling's *Source Book*, dealing with the laws of Lycurgus, are read to the class. The children are encouraged to find elsewhere information about Sparta and Athens. This is made a basis for a comparative study of Sparta and Athens as to laws, education, and ideals. Through this contrast of ideals the children are led to understand the rivalry between these two states.

The question then arises, Was there nothing that made the people from these cities feel that they belonged together as parts of one country? Common interests and meeting-places are sought for. Common faith in the oracle of Apollo at Delphi and widespread interest in athletic training and the Olympian games are discussed. The story of Heracles is told with attention centered upon the games in honor of Zeus. The establishing of the games is discussed. The sports are studied and enacted in the gymnasium, with the children representing athletes from various cities. They sometimes wear the short tunic or chiton of the Greek children when they play these games. The journey to Olympia from the cities and colonies is traced on the map, and descriptive selections are read from Jane Andrew's *Ten Boys* and from "A Day at Olympia," in *Scribner's Magazine* (XIX, 433). After studying the plan and pictures of the buildings of Olympia, the children model it in the sand pan. Many casts and pictures of Olympic victors are placed in the room during this study, and an effort is made to show something of the influence of the games in art.

In their reading the children have by this time met many references to the Persian Wars and have asked many questions about them. They have found that Persia was a great power that came into conflict with the Greeks. Now, having seen the rivalry of the Greek states and the religious beliefs that held them together, they see that this unity was to be tested in the Persian Wars. As the history of Athens is read, it is seen how the laws of Solon were practically set aside and how Hippias was exiled. The children follow him across the sea, through the colonies, and to the court of the "Great King." They read of this wonderful

court and of the great Persian Empire, and compare the luxury and despotism of the Orient with Greek simplicity and democracy. They see how in its expansion the Persian power had absorbed some of the Greek colonies, and what led to the revolt of the Ionians. They readily appreciate Hippias' desire for revenge and the Persian attempt to put down the preparations for war. They trace on the map the route of Xerxes' army as it approaches Thermopylae, the gateway to Greece.

Here the point of view shifts, and they see what preparations the Greeks had made for the invasion. In Hall's *Men of Old Greece* they read the story of Leonidas, and become so imbued with the Spartan spirit that they write songs to sing before the battle at the pass. They wish to impersonate Leonidas and spontaneously dramatize the events of the evening before the battle.

After the pass has been taken, the children wish to know what Athens has done, and they read with interest the story of the strengthening of the city's defenses and the building of the fleet under the leadership of Themistocles, as related in *Men of Old Greece*. The map is in constant use at this time. All the threads of the story lead to the great naval battle at Salamis.

At the final withdrawal of the Persians after Salamis, Greece is seen to be in a much weakened condition. The children discuss the state of affairs and suggest a mode of procedure for the Athenians. New defenses are planned. The harbor at Piraeus is studied from the chart and by reading Davis' *A Day in Old Athens*. The story of the Acropolis is reviewed, first as a hill inhabited by wild men; secondly, as a citadel; next as a center of worship; and finally its destruction by the Persians. The hill is modeled in the sand pan after studying the pictures and plans in Luckenbach. In order to approximate the proportions, the buildings are represented by parallelograms of paper. They are then modeled in clay. During this study the children become familiar with pictures of the ruins of the Parthenon and of the building as it appeared originally. A trip is taken to the Art Institute to study the frieze and the fragments of the pediment. When time permits, a large model of the Parthenon is made, with some attempt to show the ornamentation.

Three topics receive considerable attention: the city, the agora, and the home. These have been mentioned often in various stories. Pictures are placed before the children to serve as focusing-points for the information they already have and for the other facts they are able to get by reading Tucker, *Life in Ancient Athens*, Davis, *A Day in Old Athens*, Gulick, *The Life of the Ancient Greeks*.

From all these data an effort is made to reconstruct, as far as possible, a day in the life of a typical Athenian citizen in the Age of Pericles, and thus to bring the children into a fuller understanding of Greek manners, customs, and ideals.

Passages from chaps. vi and vii of Tucker's *Life in Ancient Athens* are read to the children. These chapters treat of the social day of a typical citizen. This material is discussed with a view of "playing it in the room," and various places are chosen to represent the citizen's home, the agora, etc. The children choose some one as Pasicles, about whom the narrative centers. Two others are selected and costumed as his slaves. Next arises the question, What shall he do? He goes to the agora. A group of children work out the activities of the agora. Desks represent the stalls where the bread women, the flower merchants, and the fish-seller with his bell drive a lively business. Pasicles makes his purchases, sends them home by a slave, and greets a friend on his way to the Piraeus. Then he goes to the shops or colonnades. On his way he meets a group of schoolboys with their pedagogues going from the schoolroom to the gymnasium. He may meet Pericles, or stop at the workshop of Phidias to admire his latest statue. And now, at dinner time, Pasicles and his friends separate for dinner, Pasicles having given his invitation to a banquet.

The children, having now had some experience in gathering and selecting material, search for further information about the symposium. Tucker's account is re-read. Tables, chairs, and dishes are discussed and pictures are consulted before our Pasicles attempts to give his banquet. In order that the dinner may be especially interesting, Phidias is asked to tell about the new Parthenon.

The great gifts of this wonderful age to modern life in art, philosophy, and literature are discussed through the study of such men as Pericles, Phidias, and Socrates.

The children delight in conversations between such men. Assuming the various characters, they repeat such passages as the one in their books in which Socrates tells his idea of a good man.

As the rebuilding of Athens and the new Parthenon are studied, the question is asked why so beautiful a building was allowed to fall into ruin and why Athens is not as great as she used to be. The children are reminded of the thirty years' truce between Athens and Sparta, and are told simply of the Peloponnesian War and the sad consequences to the Athenian empire. They read of the struggles for mastery among the Greek states and of the attempts Philip of Macedon made to unite the Greeks, and how he paved the way for the work of Alexander.

The stories of the youth of Alexander are eagerly read and retold by the children. Through these readings and discussions they see that Alexander was essentially Greek by reason of his education and ideals, and that his inheritance and ambition led him naturally to become ruler of the unsettled Greek world and of the lands beyond the Mediterranean Sea. As they read the stories of these conquests they trace Alexander's marches upon the map. Through their readings their imaginations are led beyond the Greek world, and they see something of India and Egypt as before they have seen something of Persia. They see, too, that while Alexander adapted his rule to some extent to the peoples whom he conquered, he still carried the Greek ideals with him and spread them throughout the empire. They see him, not only as a conqueror, but as a colonizer, and founder of the city of Alexandria. The account of the division of the empire after Alexander's death explains the oft-repeated question, "What happened to the empire?" and leaves the children ready to trace the rise and fall of the Roman Empire.

Early in the course each child designs and makes a history book. The cover is ornamented with a Greek border or unit. Into this book are put the written work, plays, stories, and poems, the illustrations which are made in the art periods, and such pictures as the children have collected in connection with their study. These books present a great variety of material, because many opportunities are given the children to select for their written work

topics in which they are especially interested. The plays and poems usually represent the united efforts of the class.

One or two morning exercises are prepared by the children upon Greek art, Greek games, the Acropolis, or a similar subject.

OUTLINE AND BIBLIOGRAPHY

I. Land and people

II. Legends:

1. Gods and goddesses
2. Heroes
3. Trojan War (border wars in the Aegean)
 - A. *Iliad* and *Odyssey*
 - B. Life in Homeric Age
 - 1) Religious ideals
 - 2) Government by chieftains
 - 3) Warfare—single combat
 - 4) Hospitality
 - C. Rediscovery of Greek world
 - 1) Troy, Mycenae

References for teachers:

- Bulfinch, *Age of Fable*.
 Cox, *Greek Myths*.
 Gayley, *Classic Myths*.
 Fling, *Source Book*, pp. 1-28.
 Seymour, *Life in the Homeric Age*.
 Lang, *Translations of Homeric Hymns*.
 Engleman-Anderson, *Pictorial Atlas to Homer*.

III. Colonies:

1. Reasons for founding
 - A. Adventure, trade, crowded cities, discontent
2. Founding of a colony
 - A. Leader appointed
 - B. Places
 - 1) Shores and islands of Aegean
 - 2) Africa, Italy, Sicily
3. Relation to mother-city
 - A. Hearth fire
4. Life in colonies
5. Influence on home lands

References for teachers:

- Fling, *Source Book*, pp. 29-39.
 Bury Kimball, *History of Greece*, pp. 42-63.

IV. Typical city-states of Greece:

1. Sparta

- A. Situation, Valley of Eurotas
- B. Aristocracy
 - 1) Spartans
 - 2) Subjects
- C. Training
 - 1) Boyhood
 - 2) Youth
 - 3) Manhood
- D. Laws of Lycurgus
 - 1) Farms
 - 2) Homes
 - 3) Dress
 - 4) Food—public tables
- E. Ideals
 - 1) Strength
 - 2) Simplicity

References for teachers:

- Plutarch, *Lycurgus*.
 Fling, *Source Book*, pp. 54-77.
 Bury Kimball, *History of Greece*, pp. 64-74.
 Fowler, *City State of the Greeks and Romans*.

2. Athens

- A. Situation
 - 1) Inland—protection
 - 2) Small harbor at Piraeus
- B. Progress toward democracy
- C. Laws of Solon
- D. Education
 - 1) Gymnastics
 - 2) Grammar—"three R's"
 - 3) Music
- E. Ideals
 - 1) Beauty and manliness
- F. Comparison with Sparta

References for teachers:

- Plutarch, *Theseus, Solon*.
 Fling, *Source Book*, pp. 77-96.
 Bury Kimball, *History of Greece*, pp. 90-118.
 Fowler, *City State of the Greeks and Romans*.
 Tucker, *Life in Ancient Athens*.
 Davis, *A Day in Old Athens*.
 Gulick, *Life of the Ancient Greeks*.

3. Bonds of union between city-states

A. Delphic oracle

B. Olympic games

- 1) Origin
- 2) Participants
- 3) Journey to Olympia
- 4) Plan of buildings
- 5) Training of athletes
- 6) Contests and records
- 7) Rewards
- 8) Return and reception
- 9) Influence of games

References for teachers:

Felton, *Ancient and Modern Greece*.

Guhl and Konor, *Life of the Greeks and Romans*.

Harper, *Classical Dictionary*.

Gardiner, *Greek Athletic Sports and Festivals*.

"A Day at Olympia," *Scribner's Magazine*, XIX, 433.

"The Old Olympic Games," *Century Magazine*, XXIX, 803.

Lehmann Charts, sold by N. J. Nystrom & Co., Chicago.

V. Persian Wars:

A. The Persians

B. Persian conquests

C. Ionian Revolt

D. Attempts to conquer Greece

- 1) Darius
 - a) Failure of Mardonius
 - b) Battle of Marathon
- 2) Xerxes
 - a) Preparation and march
 - b) Congress at Corinth
 - c) Thermopylae and retirement of Greeks
 - d) Salamis and return of Xerxes
 - e) Memorials

References for teachers:

Herodotus, Books iv to ix.

Plutarch, *Themistocles, Aristides*.

Davis, *Readings in Ancient History*.

Fling, *Source Book*, pp. 98-143.

Botsford, *A History of Greece*, chaps. vi-vii.

Myers, *A History of Greece*, pp. 127-266.

Bury Kimball, *History of Greece*, pp. 119-50.

VI. Growth of Athenian power

VII. Athens in the Age of Pericles:

1. Pericles
 - A. His character and ideals
2. Rebuilding of Athens
 - A. Fortifications—Piraeus
 - B. Acropolis
 - 1) Parthenon
 - 2) Other temples
 - 3) Propylaea
 - 4) The Acropolis at the present time
3. The city and the people
 - 1) Streets—paving
 - 2) Water supply—sanitation
 - 3) Dwellings
 - a) Plan and material
 - 4) Agora
 - a) Hucksters and traders
 - 5) Crafts and craftsmen—factories
 - 6) Shipping—the port of Athens
4. Life in Athens
 - A. The day of an Athenian
 - 1) The Agora—trade and gossip
 - 2) Lyceum and academy
 - a) Gymnastics and discussion
 - 3) Symposium—social life
 - B. Home life
 - C. Panatheniac festival
5. Athen's contribution to civilization
 - A. Art
 - B. Philosophy
 - C. Literature
 - D. Science

References for teachers:

- Plutarch, *Pericles*.
 Thucydides, Funeral Speech of Pericles.
 Fling, *Source Book*, pp. 234-239.
 Bury Kimball, *History of Greece*, pp. 172-194.
 Gardner, *Ancient Athens*.
 Abbott, *Pericles*.
 Grant, *Greece in the Age of Pericles*.
 Gulick, *Life of the Ancient Greeks*.
 Davis, *Readings in Ancient History—Greece*.
 Blumner, *Home Life of the Ancient Greeks*.

Tucker, *Life in Ancient Athens*.

Tarbell, *Greek Art*.

Luckenbach, *Kunst und Geschichte*.

Underwood and Underwood, Stereoscopic Views.

Cybulski charts, sold by N. J. Nystrom and Co., Chicago.

VIII. Civil wars

IX. Rise of Macedonia

X. Empire of Alexander:

1. Alexander
 - A. Boyhood
 - B. Greek training
 - C. Kingly nature
2. Conquest of Persians
 - A. Siege of Tyre
 - B. Visit to the oracle
 - C. Battle of Arbela
 - D. Pursuit of Darius
 - E. Visit to Persian capitals
3. His eastern campaign
 - A. His exploits
 - B. Dealings with Porus
 - C. Mutiny and return
 - D. Voyage of Nearchus
 - E. His return and plans for the empire
4. Founding of colonies and spread of Greek influence
 - A. Alexandria as an example
5. Influence of Alexandria
 - A. Imperial Rome modeled after Alexandria

References for teachers:

Fling, *Source Book*, pp. 297-329.

Davis, *Readings in Ancient History—Greece*, Chap. viii.

Webster, *Readings in Ancient History*.

Bury Kimball, *History of Greece*, pp. 276-368.

Hogarth, *Philip and Alexander*.

Mahaffy, *Story of Alexander's Empire*.

Wheeler, *Alexander*.

BOOKS FOR CHILDREN

Cox, *Greek Myths*.

Baldwin, *Old Greek Stories*.

Church, *The Story of the Iliad*.

Church, *The Story of the Odyssey*.

Church, *Three Greek Children*.

Kingsley, *Greek Heroes*.

Burt, *Odysseus*.

Hall, *Men of Old Greece*.

Hawthorne, *Wonder-Book*.

Hawthorne, *Tanglewood Tales*.

Guerber, *The Story of the Greeks*.

Tappan, *The Story of the Greek people*.

Lang, *Tales of Troy and Greece*.

Harding, *Stories of Greek Gods, Heroes, and Men*.

Hutchinson, *The Golden Porch*.

Textbooks.—The pupils have their own copies of *Men of Old Greece*, by Jennie Hall.

Time.—One-half hour a day for a period of seventeen weeks is given to this study. Some home work is required, usually to the extent of about two hours a week.

Standards of Attainment at end of first semester.

I. The children should know:

a) Some of the most important stories concerning the gods and goddesses.

b) The stories of the legendary heroes, Prometheus, Heracles, Perseus, Jason, Theseus; stories of the Trojan War and of the wanderings of Odysseus.

c) The lawgivers Lycurgus and Solon, and how they molded the character of the people of their cities.

d) The character and achievements of Pericles, Phidias, and Socrates.

f) The main movements of Greek history, such as colonization, the Persian Wars, the growth of Athens, and the conquests of Alexander.

They should recognize some of the famous statues, such as the Apollo Belvidere, Venus de Milo, Hermes of Praxiteles, the Wrestlers, the Discobolus of Myron, Victory of Samothrace.

II. They should appreciate:

a) What Greek influence has meant in art, as shown in their recognition of this influence in architecture and design.

b) The patriotism manifested in the lives of such men as Miltiades, Leonidas, and Themistocles.

c) The ideals of Sparta and Athens.

- d) The simple beauty of Greek life.
- e) The Greek influence in modern life.

III. They should be able:

- a) To reproduce clearly simple oral and written narratives of historical events.
- b) To make some estimate of the characters of the historical personages studied.
- c) To use readily the illustrative material provided.
- d) To use books intelligently.

GRADE IV A

HISTORY OF ROME

Aims.—To follow the growth of the Roman power from the small Latin settlement on the Palatine to the seven-hill city on the Tiber that became the controlling power of Latium, of Italy, and finally of the whole Mediterranean world.

To become familiar with the life of the people (1) in its primitive heroic aspect and (2) after the conquests had brought to Rome the wealth, luxury, and display of the empire.

To learn something of the customs and ideals of this people that came to govern the countries of the ancient world better than they had ever been governed before.

To become acquainted with the great Roman leaders in war and peace.

To see how the Romans learned from others—the Etruscans, the Greeks, the Carthaginians, and the countries of the East—and how they readily assimilated the best in the customs of these peoples.

To gain some appreciation of what Rome has contributed to civilization: her language, her literature, her buildings, and her manner of ruling other people.

To see the progress of civilization as shown in the life of the Romans compared to that which existed among the Greeks.

Method of procedure.—A natural introduction to Roman History is the story of Aeneas. This may be either read or told to the class: his escape from the burning city, his wanderings, and finally the settlement in Latium. At this point a preliminary study is made of Italy, its climate, and its surface. A comparison is

made with Greece, the history of which is studied in the preceding semester.

After the surface and climate of Italy have been brought out with the aid of a physical map, the children draw free-hand the outline of the country, with the large wall map before them; then, to get a more exact conception, they trace it several times from a smaller map.

We are now ready to model the country in our large sand pan, which is five by seven feet.¹ All members of the class take part. Etruria is located in the northern part, Latium in the south, and Rome on the south bank of the Tiber, with Alba Longa near by. Now we are ready to retell the story of the founding of Rome, following Aeneas on his perilous journey from Troy to Sicily, then to Carthage and back to Sicily, and finally to Latium in Italy.

Now that we have a picture of Italy as a whole, with Rome located in relation to the rest of the country, we are prepared to take up more in detail the appearance of the city which is to be the center of our study in Roman history. The next step is to model the Seven Hills and the Tiber. As a preparation for this a map of Rome is drawn on the blackboard, showing the Seven Hills, the Tiber, and the most important features which existed at the time of the kingdom. The children observe the Seven Hills in their relation to the Tiber River and to the first and second walls of Rome, and through this observation they learn the names incidentally. Usually several of the class have been in Rome, and consequently are able to add a great deal to the lesson, both in information and in interest. Before the representation is made on the sand table, each child makes a drawing of the plan of Rome, indicating these features:

The Seven Hills	Great Circus
The Tiber River	Temple of Janus
First and second walls	Temple of Vesta
Field of Mars	

After the maps are completed, work is begun on the sand table. All the things mentioned are not constructed at once, but are added

¹ For a full description of this sand-pan modeling, see *ELEMENTARY SCHOOL JOURNAL*, November, 1915, Grace E. Storm, *Roman History in the Fourth Grade*.

in the order of their appearance in history. For instance, at first nothing is shown but the hills and the river. With this much the class can tell the legends of the kingdom: Romulus, the War with the Sabines, Numa, and Tarpeia. From these legends the children may be led to understand the beginnings of the patrician and plebeian classes, and the early forms of rule, the senate and the assembly. This topic of government is treated in the simplest way.

In connection with the legend of Numa, much about the religion of the early times may be told. The class reads stories of the chief gods and goddesses of the Romans and of the temples built in their honor. Pictures of these gods and temples are shown, and the pupils are told something of the way in which the people worshiped them, of the priests who were appointed to carry on the worship, the augurs and heralds, and their duties. A picture of the Temple of Vesta is shown, and the story is read of the worship of the goddess by the maidens whose duty it was to watch the sacred fire. After a study of these gods and goddesses, the children choose their favorite god and model it in clay. As a culmination of the story of Numa and the study of worship in the kingdom, the pupils build the Temple of Vesta in clay for the sand table.

While it is not advisable to take up all the early kings, the stories of the lives of a few are read to illustrate certain practices and modes of life in the kingdom.

Just as religion (worship) was illustrated by the reign of Numa, so in the story of Servius the soldiers and the method of warfare are described.

In Tappan's *The Story of the Roman People* the class reads how for the first time the army was divided into five classes, instead of two, as formerly: the patricians and plebeians. Now it was divided according to the amount of land which each man held, the largest landowners having to provide themselves with horses and to form the cavalry; the next having to provide themselves with full suits of armor, helmets, coats of mail, shields, and greaves. The poorer class marched with less armor and came to be known as the infantry. In this connection Cybulski's *Greek and Roman Charts*, showing pictures of Roman soldiers, are studied, and the

children draw pictures of Roman helmets and shields. They cut large representations of these out of heavy paper and color them. The troops were divided into groups of 100, and so the meeting of these groups came to be called the "assembly of the centuries." They were called together to drill on a plain just outside the city, the Campus Martius, or Field of Mars. Now that the Campus Martius has come to have a meaning to the children, and they have observed pictures of it, they indicate it in its correct location on the sand table.

When the class has read the story of Romulus and the first wall of Rome, they build a representation of this wall, using bricks of clay $1 \times 1 \times 1\frac{1}{2}$ inches, which they place together to form a continuous wall. After they have read the story of Servius, they add the wall that he is supposed to have built, inclosing the seven hills. This shows the growth of Rome, and will come to have a greater significance as the children learn more of the history of Rome.

The Capitol is one of the interesting buildings of early Rome. It is studied as the place where victorious generals offered up sacrifices of thanksgiving to the gods, or where Roman boys went to lay off their youthful garments and assume the manly toga.

This topic serves as a point of departure for a study of Roman dress. The pupils examine pictures of the dress of Roman men and matrons, and if possible Roman costumes are exhibited, so that they can see how the toga is draped on the man and the stola on the woman.

From the topic of dress the class passes on to the other phases of the home life of the Romans: the family, food, and worship. It is important that the children gain a definite idea of the simplicity of the homes of early Rome, so that they may appreciate the luxury and display of the Romans under the empire. In the house of this period, although consisting for the most part of one room, with a hole in the roof to let out the smoke, there is seen the atrium, where the family duties were performed, the spinning and weaving were done, and the family worship was carried on.

The story of Tarquin the Proud marks the change in government, and instead of a king, the people chose two men, called

consuls, who, with the senate, ruled Rome. The legend of Horatius marks the climax in the story and is the next incident pictured on the sand table. For this a rude bridge is made by one of the class to be used as the center of the stirring scene. The Tiber is banked in on either side with clay and filled with water so that there actually will be an opportunity for Horatius to "plunge headlong in the tide." Janiculum on the farther side is fortified, and some tiny soldiers are used to make the picture more real. They are lined up, part on the Janiculum side, for Lars Porsena's men, and part on the other side, to defend Rome. Selections from Macaulay's poem are read to the pupils in the English periods, not once, but several times. Each child who tells the story of Horatius comes to the sand table and shows the different places he mentions.

The Punic Wars between Rome and Carthage are emphasized, both because of their importance in the history of Rome and because of the vigorous personalities of the great leaders.

Of the texts for children, Harding's *City of the Seven Hills* gives the cause of the Punic Wars in the simplest form. The class reads the chapter entitled "Rome and the Carthaginians." The children realize that the Second Punic War was a turning-point in the history of Rome. The teacher reads to the class from Davis, *Readings in Ancient History*, how the Second Punic War was declared, and the children become eager to dramatize the incident. They choose one of their number to represent the Roman, who, folding up his toga, offered the Carthaginians peace or war, and the rest of the class become the grim inhabitants of Carthage, who cried out no less defiantly, "You may give us whichever you choose!" and so continue the dialogue. In answer to questions about the great Carthaginian general, several selections are hektographed from sources other than their textbooks and given them to read. One that shows Hannibal's loyalty to his father, Hamilcar, and his hatred to Rome is taken from Nepos' "Life of Hannibal" in Davis' *Readings in Ancient History*. Paragraphs are taken also from How, *Hannibal*; Morris, *Hannibal*; and Church, *The Young Carthaginian*.

Hannibal is one of the most interesting characters in history to children. His devotion to his soldiers, his endurance of the hardships of military life, his bravery and resourcefulness in battle, made him a foe worthy of Rome, and his intense love of Carthage urged him on to destroy the power that threatened his city. The pupils are asked why Hannibal chose to lead his army with its supplies and equipment by the long route from Spain to Italy, and they remember the interesting account in Tappan's *Story of the Roman People* of how the Romans copied the Carthaginian galleys of five banks of oars during the First Punic War, so that by the Second Punic War the Mediterranean was becoming a Roman lake instead of a Carthaginian lake. His march across the Pyrenees and Alps into Italy is traced on a large wall map of Europe and then indicated with colored crayons on a small outline map, to be placed with the story of his life in the "Roman history books." On this map are indicated the places of two important Roman defeats, Lake Trasimenus and Cannae, the second of which marked the height of Hannibal's career.

The second Carthaginian invasion of Italy introduces the Roman hero of the war, Publius Cornelius Scipio, who destroyed the Carthaginian power in Spain and then invaded Africa. In dire peril, Hannibal was summoned from Italy, and there resulted the famous battle of Zama, from which Scipio, the victor, received the proud surname Africanus. While the pupils rejoice in Rome's victory they admire the persistence of Carthage and her leader. The question is asked, What might have been the results of this war on both Rome and Carthage? For Rome it meant the acquisition of Spain; for Carthage, a city that had been independent became an ally of Rome, bound to engage in no war without her consent and compelled to surrender all her ships except ten triremes.

The Third Punic War is not treated in detail. The class is prepared for the overthrow of Carthage by the question, How do you think Rome felt toward Carthage? They read the account in Guerber's *Story of the Romans*. As a summing up of the results of the wars, they color on a small outline map the countries that

Rome gained: Sicily, Sardinia, Corsica, Spain, and Carthage. They write compositions on some of the following topics and draw pictures to illustrate them:

Hannibal's Oath to His Father
Hannibal's Boyhood
Hannibal as a Soldier
Hannibal Crossing the Alps
The Results of the Second Punic War
The Third Punic War
Scipio

The Macedonian Wars are passed over quickly, the emphasis being placed on the conquests which Rome made—Macedonia, Greece, and Asia Minor. Again the pupils color the Roman world on a small map of Europe and so see that her domain was one that bordered the Mediterranean, and they compare it to the maps which they drew at the beginning of the study, when Rome consisted of the little settlement on the Tiber.

They are asked in the discussion what might be some of the results of Rome's many conquests on the lives of the Roman citizens, and read in Tappan's *Story of the Roman People* of the differences in Roman life since her victories had brought in a vast amount of wealth from the countries she had conquered.

As a preparation for the social uprising that soon followed, the children are told of the social classes of this time: of the nobility, or senators, the knights who conducted the business of the Roman world, and the city mob, made up of the peasants who, because of the importation of cheap grain from the provinces, had to give up their farms. Interest is at once awakened in the Gracchi, because of their connection with Scipio, and the pupils read in Guerber's *Story of the Romans*, or Tappan's *Story of the Roman People*, the story of the brothers. In the Agrarian law of Tiberius Gracchus, which was passed illegally, they see an attempt to get the peasants back on their farms.

After the brothers were slain, the poor found in Marius a champion of their rights. The story of his life is interesting to children. The pupils see that the Gracchi failed in their attempts to make the common people rule, and that Sulla made the senators

the chief rulers of the state. After his death the question arises, Who are the men now to come forward? For the answer they turn to Tappan's *The Story of the Roman People* and find that Pompey became the leading man in Rome, who suppressed the pirates on the Mediterranean and established Roman rule in Cilicia. "His Great Triumph at Rome" is read to them from Davis' *Readings in Ancient History*, and then they write in their own words the story of his triumph. They locate on the map the kingdom of Mithridates that Pompey annexed, and also Syria, and color on a small map the Roman Empire in the time of Pompey.

The pupils have noticed that during the time of the social struggle there was a tendency for one man to take the affairs of the country into his own hands, instead of leaving them with the people, as formerly. Now they see in Cicero, the orator, a defender of the old republic, and they read with interest the story of his life. This includes a study of the education of that time: the starting to school at sunrise, the description of the schoolroom, the curricula, and equipment. They compare the stylus and wooden wax-covered tablets with our modern pens, pencils, and tablets. They take an additional interest in learning the Roman numerals, since the Roman boys and girls used them. They follow the life of Cicero through the grammar school, and learn the importance of attaining the age when the boyish toga may be laid aside. Finally, through Cicero's exposure of Verres, they realize the dishonesty of Roman officials in ruling the provinces at this period.

The story of Catiline emphasizes the condition of the times. In reading the story, the children study the picture "Cicero Denouncing Cataline" from Maccari's fresco. The translation of Cicero's famous speech, "How long, O Cataline" is read to the class, and so intense is the interest in the episode that the pupils dramatize the scene. Arranging their desks to represent the senate chamber, as it is shown in the picture, they choose one of their number to represent Cicero delivering his accusation against the shamed and startled Cataline, who is represented by another of the class, while the rest are senators sitting apart and condemning him by their very silence.

The story of Julius Caesar is full of interest for the children. As they read it in Harding's *City of the Seven Hills*, they compare him with Hannibal, Scipio, and Pompey. Emphasis is placed on his conquest of Gaul, and the widening of the Roman Empire from the Mediterranean to the shores of the Atlantic. This added territory is shown on an outline map which, together with compositions, is placed in the "history book." Some topics for compositions are:

- Caesar's Conquest of Gaul
- Caesar Crossing the Rubicon
- The Greatest Things Caesar Did for Rome
- The Death of Caesar
- The Will of Caesar

In the progress of the study of the settlement on the Tiber growing to be the "Mistress of the World," the children need to know more of the buildings and public works which were the result of that far-reaching civilization. At this point we destroy the sand-table model of the Seven Hills and begin to build the "Neighborhood of the Forum." The whole space in the pan is devoted to the Capitoline and the Palatine hills and to the construction of some of the monumental buildings and other structures whose ruins still remain as evidences of Rome's greatness and power. These are studied in the relation they bore to events at the time of their erection. Modeling them in the sand pan is a means of developing in the minds of the children an appreciation of the stages of growth and progress of the Roman people. Reference books are brought from the library, and each child is assigned references to a certain temple, aqueduct, arch, or column of the new Rome. Reports are made to the class. Pictures are hung, and when the pupil has prepared his topic, for instance the Arch of Constantine, he shows the picture and tells all that he has found about the arch, its builder, its construction, and its use. Sometimes the lantern is used in the giving of reports. The modeling of the structures is the climax of the study. It is done in the construction time, which consists of two one-hour periods a week. Usually a group of children work on one building; for instance, in building the Pantheon two children make the pillars, another

the roof, and another the foundation. Such a thing as an arch, or a column, is made by one child. Usually four or five buildings are made in one period. Those of the class who do not take part in the modeling are busy studying other temples or structures which are to be represented later. Each structure is worked out and placed on the sand table in the order in which it was actually built; in this way the children gain a knowledge of the use and growth of the Roman Forum and its relation to the life of the people. In the early kingdom the Forum meant the meeting-place of the Latins and Sabines; in the empire it meant a place of imposing statues, buildings, and triumphal arches. A significant story is connected with each in the minds of the children. The Colosseum comes to mean, not a clay structure in a sand pan, but a model of a vast arena in which more than forty thousand spectators gathered and watched the combats of men and wild beasts.

The construction of the Appian Way follows a discussion of Roman roads, and the road is built by the children in the true Roman fashion. Over it the pupils depict many triumphal processions, such as Hannibal approaching the Roman city, threatening it with destruction. At another time they show on the Appian Way the triumph of Marius, with Jugurtha being brought back in chains.

The life under the empire is compared with the simple life of the early Romans. Using Luckenbach's *Kunst und Geschichte* the children study a Roman house of the later period, noting the developed atrium, the tablinum, and the peristyle. To study the furniture of this period, a trip is taken to the Field Museum. Passages from Tucker's "Life in the Roman World of Nero and St. Paul" are read aloud by the teacher. The text, Tappan's *Story of the Romans*, has some excellent paragraphs on the topic. The more luxurious dress, occupations, and amusements of the age are discussed. For further information the children read selections from Preston and Dodge's *Private Life of the Romans* and Church's *Roman Life in the Days of Cicero*. As a climax of this study two houses are built and placed on the Palatine Hill in the sand pan. A long aqueduct brings water from the mountains. These are the buildings included in the neighborhood of the Forum:

Temples:

Pantheon
 Basilica Julia
 Capitol
 Vesta
 Castor and Pollux
 Augustus

Amphitheaters:

Circus Maximus
 Colosseum

Arches:

Constantine
 Titus

Columns:

Trajan
 Marcus Aurelius

The completion of the neighborhood of the Forum marks a general summing up of life in the empire. Now that the children have gained an idea of Rome's power from the buildings which they have studied and represented on the sand table, it remains for the other evidences of Rome's leadership to be gathered together and discussed. These are evidences that center less in great personalities and more in the great outward expansion and civilizing movements of the Roman people. The study includes such topics as roads, travel, commerce, and frontiers. Taught without sand-table representation, they are necessarily less concrete, but through the preceding representation the children have followed the development of the Roman Empire and can more easily comprehend what the results of such a civilization were. A large map showing the extent of the Roman dominion is hung before the class to be used in the making of small maps on which the Roman world is shown in color. The next step is to take up the reasons for peace and security in this age. One of the first reasons suggested is the standing army which Augustus formed and which was a means of spreading civilization over barbarian lands; it was a means of teaching Gaul, Spaniard, and Briton to be true Roman citizens. When not engaged in warfare the soldier spent his time in building bridges, aqueducts, and the great highways by which Rome kept in communication with her subjects.

OUTLINE OF SUBJECT-MATTER

I. Early Rome:

1. Legends

A. Story of Aeneas—the founding of Rome

B. The kings

1) Romulus, Numa, Servius, Tarquin

- C. End of the kingdom
 - 1) Brutus, Horatius
- 2. Changes at Rome
 - A. In the republic
 - 1) Consuls—dictator
 - B. Plebeians' struggle for rights
- 3. The conquest of Italy
- 4. Home life
 - A. The family
 - 1) House-father and his power
 - 2) Marriage
 - 3) Clients and slaves
 - 4) Family virtues—obedience, justice
 - B. Household gods
 - 1) Guardian gods—"Lares"
 - 2) Worship of Vesta—family hearth
 - 3) The Penates—gods of the storehouse.
 - 4) Festivals
 - C. The home
 - 1) The house
 - 2) Furniture
 - 3) Food
 - 4) Dress
- 5. Public life
 - A. Public worship
 - 1) Gods
 - a) Jupiter, Mars, Vesta
 - 2) Temples
 - 3) Festivals
 - B. Warfare
 - 1) Field of Mars
 - 2) Exercises
 - 3) Arms and armor
 - 4) Discipline, punishment
 - 5) Rewards
- II. Rome and the conquests:
 - 1. Punic Wars (wars for the West)
 - A. Carthage
 - 1) A Phoenician colony
 - 2) Harbors, commerce, navy
 - 3) Colonies of Carthage, her empire
 - B. The war for Sicily
 - 1) First naval battle, Mylae
 - a) Building the fleet
 - b) Training the rowers
 - c) Crow or drawbridge
 - 2) Regulus in Africa
 - 3) Hamilcar in Sicily
 - 4) Loss of Roman fleets
 - 5) Final success of Romans

- C. Carthaginians in Spain
 - 1) Hamilcar's hatred of Rome, oath of Hannibal
 - 2) Hamilcar in Spain
 - 3) Siege of Saguntum, embassy of Fabius
- D. Hannibal
 - 1) Traits of character
 - 2) His army
 - 3) March of Hannibal
 - 4) Defeat of the Romans at Cannae
 - 5) Romans defeat Hasdrubal
 - 6) Retirement of Hannibal
 - 7) Battle of Zama
 - 8) Fate of Hannibal
- 2. Eastern wars
- 3. Reforms of the Gracchi
 - A. Effects of the conquests
 - B. The Gracchi
 - 1) Family—Cornelia
 - 2) Education—Greek tutors
 - 3) Comparison of the brothers
 - C. Tiberius
 - 1) Why he became a reformer
 - 2) Land law
 - 3) Passage of the law
 - 4) Death of Tiberius
 - D. Work of Gaius
 - E. Influence of the Gracchi
- 4. Times of Marius and Sulla
- 5. Times of Pompey and Caesar
 - A. Rise of Pompey, the conquest of the East
 - B. Conspiracy of Catiline
 - 1) Cicero, the orator
 - 2) Catiline and his associates
 - 3) Defeat of Catiline
 - 4) Trial of conspirators
 - 5) Exile of Cicero and return to Rome
 - 6) Cicero, the man of letters
 - C. Rise of Caesar
 - 1) Early life
 - 2) Caesar, the Triumvir
 - 3) Dangers in the North
 - 4) Gallic wars
 - 5) What Caesar did for Gaul
 - D. Struggle with Pompey
 - 1) Caesar's ambitions
 - 2) Caesar in Italy
 - 3) War with the Senate
 - 4) Caesar's triumph
 - E. Rule of Caesar
 - F. Death of Caesar

III. Rome, the "Mistress of the World"

1. Augustus
2. Typical emperors
 - A. Nero, Trajan, Hadrian, Aurelius, Diocletian
3. The new Rome
 - A. Palaces
 - B. Temples
 - C. Aqueducts
 - D. Amphitheaters, circuses
 - E. Baths
 - F. Arches, columns
4. Life under the Empire
 - A. Houses
 - B. Furniture
 - C. Food
 - D. Dress
 - E. Occupations
 - F. Amusements
 - G. Slavery
5. What Rome did for civilization

REFERENCE BOOKS

I. Early Rome:

1. Legends
 - A. Ihne, *Early Rome*, chaps. iii and iv (legends of the kings)
Botsford, *Story of Rome*, and *History of Rome*.
 - B. The kings
Botsford, *History of Rome*, chap. ii
Seignobos, *History of the Roman People*, chap. ii
2. Changes at Rome
 - A. The republic
Heitland, *Short History of the Roman Republic*
 - B. Plebeian struggle for rights
Botsford, *History of Rome*, chap. iv
3. The conquest of Italy
 - Botsford, *History of Rome*, chap. iii
 - Botsford, *Story of Rome*, chap. iii
 - Webster, *Readings (Legends from Livy)*
4. Home life
 - A. The family
Preston and Dodge, *Private Life of the Romans*, chap. i
Seignobos, *History of Ancient Civilization*, chap. xviii
Wilkins, *Roman Antiquities*, chap. iv
 - B. Household gods
Classical dictionary
 - C. The home
Preston and Dodge, *Private Life of the Romans*, chap. i
Webster, *Ancient History*, chap. x

5. Public life

A. Public worship

Seignobos, *History of Ancient Civilization*, chap. xviiiWebster, *Ancient History*, chap. xWilkins, *Roman Antiquities*, chap. v

B. Warfare

Seignobos, *History of the Roman People*, chap. viWebster, *Ancient History*, sec. 138.

II. Rome and the conquests:

1. Punic wars

Botsford, *Story of Rome*, chap. vMunro, *Source Book*, chap. viSeignobos, *History of the Roman People*, chaps. viii-x.How, *Hannibal*Church, *Carthage*Morris, *Hannibal*

2. Reforms of the Gracchi

Plutarch, *Tiberius and Caius Gracchus*Botsford, *Story of Rome*, chap. viiOman, *Seven Roman Statesmen*, chap. iiiBeesley, *Gracchi, Marius, and Sulla*

3. Times of Marius and Sulla

Beesley, *Gracchi, Marius, and Sulla*Oman, *Seven Roman Statesmen*

4. Times of Pompey and Caesar

Boissier, *Cicero and His Friends*Botsford, *Story of Rome*, chap. viiiWesterman, *Ancient Nations*, chap. xxxiiChurch, *Roman Life in Cicero's Time*Oman, *Seven Roman Statesmen*Plutarch, *Cicero and Caesar*

III. Rome, the "Mistress of the World":

1. Augustus

Webster, *Ancient History*. Secs. 168-170

2. Typical emperors

Botsford, *History of Rome*, chaps. x and xi

3. The new Rome

4. Life under the empire

Tucker, *Life in the Roman World of Nero and St. Paul*

Textbooks.—The textbooks purchased by the children are:

Tappan, *Story of the Roman People*.Hall, *Our Ancestors in Europe*.

Supplementary readers from the library:

Harding, *City of the Seven Hills*.Guerber, *Story of the Romans*.

Time.—The course in Roman history covers five thirty-minute periods a week for eighteen weeks.

Standards of attainment.—

1. Ability to tell in simple language the legends of Aeneas, Romulus, Numa, Cincinnatus, Coriolanus, Manlius, and Agrippa.
2. Familiarity with the great movements in Roman expansion: The Punic Wars, the conquests of Pompey and Caesar.
3. Knowledge of the lives of the following great men of Roman history: Hannibal, Scipio, the Gracchi, Caesar, Cicero, Augustus, and Trajan.
4. A knowledge of the appearance and uses of the following buildings and public works: Capitol, Temple of Vesta, Temple of Castor and Pollux, Pantheon, Basilica Julia, Arch of Titus, Arch of Constantine, Colosseum, and Appian Way.
5. An appreciation of what Rome contributed to civilization: her architecture, literature, and sculpture. Sympathy with the stern Roman ideals of character and conduct. Admiration of heroic deeds of Roman patriots. Appreciation of the skill of the Romans in ruling conquered lands.
6. Skill in representing in clay the structures studied from pictures and charts. Skill in representing historical scenes by simple sketches. Ability to tell and write stories, reconstructing in a simple way historical situations. Power to link the big events of Roman history.

GRADE V

The fourth-grade course has shown that the Romans learned much from the Greeks, and that because of the Roman policy of civilizing conquered peoples they passed on, not only Greek ideas and culture, but their own contributions, which were of essential value. The fifth-grade course continues the story from Roman times on through the Middle Ages to the era of colonization in the new world. With the fourth-grade course it aims to furnish a European background for the understanding of American history as a stage in the progress of the world's civilization. Since in the development of the American nation England has been the principal channel through which the inheritance from the Old World has been passed on to us, the course in general is based upon the salient events in English history and includes such phases of

Continental history as are explanatory of the social and political conditions of England and America.

Aims.—

1. To continue the fourth-grade study of European history in order to build up a background against which the development of events in American history may be seen in its true significance.

2. To reconstruct as far as possible life in the Middle Ages, and to show how it differed from that of the earlier and that of the present times.

3. To show that the Teutonic peoples gradually learned from conquered peoples how to use and adapt the civilization of the Greeks and Romans so that they thus were enabled to pass on to us ideas, customs, and institutions that form an essential part of our everyday life.

4. To show how contact with the East gave an impetus to life and aroused ambitions that culminated in the period of discovery and exploration of the New World.

5. To show how England gained power over the sea and became the leading nation of the world.

6. To develop an appreciation of the difficulties which the explorers faced and of the importance of their discoveries.

7. To give training in tracing from cause to effect by following out the great events of the mediaeval times and by studying the problems presented to the early discoverers and explorers.

8. To provide oral and written expression that requires the selecting and grouping of ideas about a central thought.

9. To develop speed in silent reading and power in expressing orally the ideas of a selection.

Method of procedure.—The history course in the fifth grade is considered under the following large topics: Britain before the Teutonic invasions; Britain during the period of conquest; England during the feudal age; and England in its relation to the expansion of Western Europe.

1. *Britain before the invasions.*—A brief study is made of the topic, "Britain before the Invasions," for a survey of Roman conditions just before the breaking up of the Empire. While the 400 years of Roman supremacy in Britain left few permanent

traces except a few ruins and the Latin words found in such names as Chester, Lancaster, and Winchester, yet a résumé of the Roman period gives a basis for contrasting, from time to time, the old civilization with that of the new as a study is made of the various invading peoples. An attempt is made to show that although the Romanizing of Britain meant better roads, thriving towns, improved methods of agriculture, and conversion of the people to Christianity, it meant also that the complete domination of the people by the military power of Rome left them wholly unfitted to organize, govern, or protect themselves, or to continue Roman standards of living when the legions were withdrawn.

While studying Britain before the Teutonic invasions the children model a large relief map of Britain in a sand table 5×12 feet. Upon this they represent in simple fashion conditions in early Britain. To discover what these conditions were becomes a strong motive for studying the text, supplementary books, and pictures. The information gathered is discussed and elaborated in class. Passages particularly apt in describing early conditions are read aloud, or read silently and summarized orally in class. Typical scenes are worked out for which the children construct the parts needed. Miniature huts with conical roofs thatched with leaves, bark, and straw are grouped into villages. In the pastures are placed sheep, goats, swine, cows, and small horses—the animals domesticated by the early Britons. The fields are sown with wheat, oats, and barley. The women are shown spinning flax and wool to be woven into linen and woolen cloth of stripes and plaids. The warriors are grouped in tribes or clans led by a chief or petty king. Some are shown behind a circular fortification or “dun” resisting the attack of another tribe or clan that is advancing in low, two-wheeled carts or chariots, the hubs of which are armed with sharp scythe-shaped blades. At some distance from this warlike scene an oak forest is made to shelter a band of Druid priests dressed in long, flowing, white robes. They are performing the ceremony of lighting the brand used to rekindle the hearth fires extinguished at their commands once a year. A fragment of this ancient rite still lingers in our Hallowe’en festivities.

Plasticene is used for modeling the huts, walls, and dun, while stiff Bristol board furnishes material for chariots and shields. Small toy animals and miniature dolls dressed in the costume of the people help to make the picture of these early times more vivid.

As the story of the Roman conquest of the Britons is learned, the scenes on the sand table are shifted to show the changes brought by the Romans. The camps at Chester, York, Lincoln, and Winchester, the roads connecting these, Hadrian's wall across the northern part of the island, the new towns, the fine villas, the new forests of elm, chestnut, walnut, etc., are all represented very simply upon the sand map.

Many details regarding the manners and customs in Britain before and during the period of Roman supremacy are learned from the following large lithographs:

Ancient British Life, E. J. Arnold & Sons, Leeds, England (Historical Incident Series)

Caractacus before Claudius, E. J. Arnold & Sons, Leeds, England (Historical Incident Series)

Roman Soldier, T. Koehler, Leipzig, Germany

A Roman Camp, T. Koehler, Leipzig, Germany

Costumes of Romans, T. Koehler, Leipzig, Germany

Augustine Preaching before Druids, N. J. Nystrom & Co., Chicago

A German Farmyard before the Migrations, N. J. Nystrom & Co., Chicago

Hadrian Building the Wall, Longmans, Greene, & Co.

Selections from the following books supplement the general text:

Traill, *Social England*, I, pp. 30-35, descriptions of Druids; pp. 102-114, social life of Britons; pp. 44-52, customs, military systems.

Colby, *Selections from the Sources*, Nos. 1 and 2, pp. 1-6, tin mines of Britain.

Kendall, *Source Book of English History*, pp. 1-4, description of Britons.

Tacitus, "*Agricola*," Secs. 8-40.

Caesar, *Commentaries*, Book iv, chaps. 20-36, Book v, chaps. 8-23.

Wright, *The Celt, the Roman, and the Saxon*.

E. L. Cutts, *The Villa of Claudius*.

Traill, *Social England*, I, pp. 76-82, 93-95, villas; I, pp. 15-18, towns; I, pp. 56-64, army; I, pp. 18-25, Roman Influences.

II. *Britain during the period of conquest*.—The study of the Roman conquest of Britain gives a résumé of Roman conditions before the barbarian invasions that serves as a background for sketching in the great events culminating in the period of conquest.

In treating this period, three points are emphasized: (1) the relations of the invasions into Britain to those upon the Continent; (2) the customs, ideals, and institutions of the invaders in contrast with those of the Romans; and (3) the combining of German and Roman ideals in the development of those factors that have become a part of our present mode of living. Since the narrative of the invasions into Britain and Western Europe centers to a large extent about the great heroes of the times, the story of their achievements is used as a means of stressing those new elements which the Roman civilization lacked and which the Teutons introduced. Through the deeds of such leaders as Alaric, Clovis, Hengist, King Arthur, Alfred, Canute, Harold, and William the Conqueror, the Teutons are shown as a physically strong, virile, and self-reliant people who made their own laws and chose their own leaders to govern them. Books contributing biographical information about this epoch include Eva March Tappan's *Old World Hero Stories*, Howard Pyle's *King Arthur and His Knights*, A. J. Church's *Stories from English History*, Guerber's *Story of the English*, Harding's *Story of the Middle Ages*, and Haaren and Poland's *Famous Men of the Middle Ages*.

The customs, ideals, and institutions are brought out somewhat fully in the literature selections for the grade (see English Course of Study). These selections abound in dramatic action, vivid description, and stirring narrative that present the sturdy ideals and fearless, daring spirit of the sea-rovers.

The third point mentioned above is brought out in the writing of a play which aims to show that as time went on the invaders learned from those about them many of the ideas, customs, and institutions of the Romans, and that finally their conversion to Christianity served to link more closely the ideals of the old civilization and the physical vigor of the new. The purpose is to impress upon the children's minds, as Adams says, that "it is one of the most fundamental facts in the history of civilization that this was a union upon equal terms of German and Roman to form a new whole and to begin a new progress."

In writing the play, the class chooses one of the favorite leaders of the barbarians as hero. Through class discussion there is

formulated a general plan of what the play should disclose and what incidents best show the points to be emphasized. A tentative outline is drafted for a play showing, for example, (1) the manner of life among the Saxons before the invasions, (2) their entrance into Britain as allies and their settlement there as conquerors, and (3) their conversion to Christianity. The subject-matter of each act is discussed by the class in detail and passages giving information about all doubtful points are looked up in the various texts and read orally in class. Later each member of the class writes out the speeches, action, and setting according to his own ideas. These are read, criticized, and used in the collaboration of the final draft made by the class.

After the play is written, the problem of staging and costuming it for presentation at the school assembly becomes the center of interest. Pictures and charts dealing with German life during the period of the invasions are studied for details of costume and setting. For a full list of these, see the bibliography of the course. The rehearsing of the play is made a part of the expression work in English, where each child is given opportunity to try out the part he likes best. The cast for the final presentation, however, is selected by the vote of the entire class. Many of the properties are made by the children; others are obtained from the school costume box. Illustrations showing shields, weapons, helmets, ships, warriors, etc., and a cover design for the book of the play are worked out in the art periods. During the following year the class sets up and prints the play in the school printshop.

III. *England during the feudal age.*—This, the third large division of the year's work, takes about twelve weeks. This topic carries on the story of England's progress during the feudal times, weaving in the story of conditions on the Continent that influenced affairs in England or were influenced by them. This period deals with life in castle, town, village, and monastery. In this connection, Eva March Tappan's *When Knights Were Bold* gives a wealth of material regarding the life of the times. The growth of the power of the Christian church is developed to show how it became the instigating spirit of the times that made possible the Crusades. The study of the Crusades necessitates the introduction

of certain aspects of Continental history. The narrative of English progress pauses while the story of the rise and development of Frankish power is carried along to show how the Franks came in conflict with another rising power, the Saracens. To this narrative is added the story of Mohammed and his conquests and something of the ideals and civilization of this Asiatic people to provide a basis for judging the significance to Europe of the success of the Franks at Tours.

The story of the spread of the Mohammedan religion among the Ottoman Turks that follows shows that the rise of their power in the East called forth the appeal of the eastern Emperor to Urban II. The latter's council at Clermont and the dramatic fervor of Peter the Hermit inspired the first Crusade. Richard's Crusade relates the movement closely to England. The account of his friendship with Saladin serves to emphasize the culture, refinement, and learning of the "heathen" and the effects of these upon the crusaders. The failure of the Crusades to gain the Holy Land, the changes taking place at home in the feudal tenures, the power gained by the townspeople through increase in trade, the freedom of the peasant class after the Black Death, the Hundred Years' War, the War of the Roses wherein the barons lost their great estates, all are shown to be forces that tended to break the old bond of lord and vassal and give the individual greater freedom and greater desire for knowledge. This study leads naturally to the period of exploration and discovery.

Perhaps in no part of the year's work do the children take more pleasure than in the period dealing with the life of lord and vassal. The sand table is cleared and a castle and mediaeval town are constructed. One group takes the building of the castle for its problem, while the other group builds the town. A typical castle such as "Kenilworth," or "The Saucy Castle" built by Richard in Normandy, is used as a working basis for the "castle" group. A high battlemented wall, surrounded by a moat and fortified by strong towers, incloses the outer and inner courts of the castle. In the latter is erected the "donjon" or "keep," the real stronghold of the castle, from which float defiantly the colors of the lord of the manor. Beside the protecting walls of the keep are placed

the outer buildings suggestive of the less warlike days of lord and vassal. Here are the chapel, the great hall, the kitchens, the workshops, and the storehouses for provisions. The outer court affords quarters for the lord's squires and the army of blacksmiths, armorers, woodworkers, etc., essential to the life of the castle. Ample room is provided for the villeins, serfs, and dependents who must leave the domain and seek shelter in the master's stronghold during a siege. The lands surrounding the castle are divided into woodlands, pastures, and fields. Illustrative of the method of cultivation, three fields are divided into narrow strips, one field being allowed to lie fallow. The peasants are shown cultivating the land with crude plows and spades. The lord's mill and bake oven, where the peasants must grind their grain and bake their bread, are placed conveniently near the modest church and the thatched hamlets of the villagers.

A walled town is worked out in a similar manner, representing the mediaeval homes of the craftsmen; the towering Gothic cathedral; the guild hall wherein are placed the records, the town charter, the scales of weights and measures; and the "pieds poudre's" court, a place for settling the disagreements arising during the great markets or fairs. A fair is held in the town and attended by the lords and ladies of the castle as well as by people from towns and villages far and near. Bales of goods containing spices, fine cloth, sugar, jewelry, and articles of luxury brought overland from Italy or by sea by Venetian merchants are exchanged for wool, tin, lead, fish, and salt.

Various materials have been used in the construction of the walls, castles, and other buildings. Plasticene is the most satisfactory, although heavy cardboard coated with a mixture of salt and flour stained to represent stone is less expensive and serves very well for the work. Miniature figures representing lords and ladies, priests and monks, peasants and serfs, are dressed by the children in costumes characteristic of the times. Rinciuet's *Album Historique* and Longmans' *Historical Series* are used extensively.

[To be continued]